

Trustees,

On behalf of faculty, I would like to thank you for the opportunity to present to you today. This year's report will not look like previous year's reports. I do not have a formal PowerPoint, but I would like to be very authentic with you about what this year has been like. In short, it has been a very difficult year for faculty.

Last year at this time faculty presented the Board of Trustees with a 14-page document outlining many concerns and problems at CWI. This was not an easy thing for faculty to do. There is a culture of fear that there will be retaliation for speaking out against administration. This document was given to the trustees, but there was never a response to faculty about these concerns.

Faculty came into the 2018-2019 academic year feeling unheard by the trustees, we no longer had an AVP, our EVP was on the way out and we had a failed search for a VP of instruction. Now more than ever, it was obvious that faculty's voice was being ignored, filtered and discouraged. One of the initial hurdles faculty faced this year was President Glandon confirming the quotas on rank for faculty. Regardless of the fact that so many of our faculty have been working above their rank for years, many of them would now not have the opportunity to be recognized at that rank. In a business model, this may make sense; in higher education, it does not. Having rank and promotion not only helps attract and retain quality faculty, it also promotes engagement, which translates to more opportunities for students.

But what did faculty do? Did we stop doing our jobs? Did we stop going above and beyond for our students? We did not. Faculty continued to demonstrate dedication to CWI and to their students. Often you will read stories in Bert's Alerts about faculty, but there are so many more stories about amazing faculty that you do not hear about. I would like to share some of those stories today:

- McKenzie Wood, an assistant professor of Criminal Justice, published an article this year in the Journal of Crime Prevention and Community Safety. She has another article under review and another she is preparing to submit. She was also invited to be a presenter at a regional trauma conference. Additionally, this year she conducted a Student Victimization Survey at CWI. Her research and publishing benefits her students. She is able to talk about recent data and also give work-study students opportunities to help code data.
- Max Shue, Spanish faculty, spent several weeks this past summer interpreting for refugees imprisoned at our southern border. He volunteered his money and time to work with legal and humanitarian teams trying to reunite children with parents and helping with paperwork for entering the United States. Imagine the real-life experiences he is sharing with his students this year.
- Biology lab faculty have continued to work to improve flex labs, thus making labs more accessible to students' busy schedules. Flex labs are unique to CWI and give students the flexibility to attend lab when it works best for them. This is an excellent example of adaptive, blended and competency-based education, that was developed by faculty because they saw a need for it.

- CTE faculty have all worked tirelessly to rewrite their curriculum to adapt to the format used by transfer programs.
- Jo Greer, Drafting Technology faculty, has been advising the CWI Skills USA chapter for the last three years. This year she was awarded the Skills USA Idaho chapter "Advisor of the Year".
- Malia Collins, English faculty, worked with Artisans for Hope and the Idaho Commission of Arts, to elicit stories from refugee sewing students. Volunteers taught the students how to express the essence of their stories in small story cloths. A photo journal was made which features photos of the story cloths, the refugee artisans who made them and their stories. The cloths and narratives were accepted for the Sacred Threads quilt exhibition in Virginia.
- Tim Hicks, an instructor and an advisor to the Automotive program, worked with students to help care for the community and its members. Over the past two semesters CWI Automotive students in Auto Brigade collected and delivered 14 gift boxes for families in need through the holidays. During this semester, students donated their time for SMOOCH (single mothers oil change) with Heritage Auto Repair. Tim and his students are making a tremendous impact on industry and our community.
- Adjunct faculty such as Michal Yadlin and Stephanie Barham serve on faculty senate and represent all adjunct faculty yet do this all on their own time. They attend multiple meetings per month as well as facilitate communication between our adjunct faculty. Having engaged and informed adjunct faculty benefits our students.
- Mona Bourbonnais – Associate Professor in the Surgical Technology Program, went to Guayaquil, Ecuador on a surgical mission. Over a 10-day period they saw and evaluated over 500 patients and performed corrective eye surgery on 130 children. This is the second such mission she has participated in. She states, "I do this in order to motivate my students to participate in these opportunities to help once they have graduated."
- Goran Fazil and Karen Brown from the Studio Art program recently returned from the Foundation in Arts biennial conference. This national conference focuses on excellence in teaching and technological innovation. Goran and Karen presented papers on innovative approaches and assignments in 2-D design and art history. The Studio Arts degree is in its second year and will have nearly 20 graduates in May. Many of these graduates will be transferring to Boise State.
- Administrative Specialist faculty members, Yolanda Barnes, Teri Harbacheck and Jenny Miller were notified their contracts were being non-renewed last month. This is a tremendous loss to our institution and students. Together these faculty have over 60 years in higher ed. They also have a litany of experience and accomplishments. Yet despite the personal impact of their contracts not being renewed, these three faculty have continued to serve students and CWI above what is expected of them:

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- Dr. Yolanda Barnes led PTK to success as one of the top 40 chapters in the world, she has nominated and worked with students to receive PTK scholarships, further she has completed research with students who have had the opportunity to present at a conference and have their work published.
- Teri Harbacheck has managed to stay engaged with her students beyond the classroom and active in institutional engagement as a reviewer for the President's Writing Awards and part of the organizational team for the Connections Project.
- Jenny Miller has continued to provide the best education for her students, by establishing in-person study session for her online students, she has co-chaired the Faculty Senate Elections Committee, and served as a judge for the Researched Persuasive Writing and Speaking event at the future health professionals state competition.

There are just a handful of stories. All over CWI campus, I see faculty showing dedication to the college and their students. They are devoted to the success of students and the college as a whole. Motivation by fear is not necessary.

Faculty want to see students and CWI be successful. We want to be involved in conversations and to be able to ask questions. However, on multiple occasions when we have questioned decisions, our Interim Provost has told us if we don't like it to find a new job. For the record, we don't want to find a new job. We love working at CWI. CWI is not a consolation prize for us. We chose to be here. Many faculty left industry to come work here (for less money) because they want to teach students. Many faculty chose to come to CWI over a university because teaching and students are their priority. And in the past, it has felt like students were the priority.

It does not feel like that anymore. More and more our college feels like it is moving towards a public "for-profit" institution. In fact, our new Provost comes to us with a for-profit institution background. Everything is about money. Now please, don't get me wrong, I understand there is a business aspect to everything and there are budgets that must be followed. But a college is not a business, and knowledge is not a product to be sold.

Now 8-week terms are being promoted as the next best thing. But are they? The decision was made without asking our students or our community if this is a change they want. We worry that we may be risking success at the hands of innovation. Some students may excel in condensed courses, but for so many of our students, it will present additional challenges and barriers to them receiving an education. Faculty, who should be the experts on how to deliver instruction, were not asked for input on this decision. Faculty, who are supposed to have participatory governance here.

Faculty would like to see input from our student body and community regarding this change. We are concerned about the possible impacts to our students. Faculty would also like to know where is the academic research supporting this change in an institution like ours. Many of the articles that have been provided by the Interim Provost are op-ed articles. We would encourage the trustees to look at academic research. We encourage our students to make sure they are looking at peer-reviewed research. Major college decisions should be made this way as well.

Please do not think that faculty are resistant to change. For those of us who have been here any length of time, we have lived in a culture of change. We are used to it and thrive in it. However, we are concerned that our administration has allowed an Interim Provost the power to propose and begin to implement so many changes without the benefit of institutional knowledge. Further, we are concerned as our new Provost, Denise Cannata, has stated she is Dr. King's protégé and has already emailed faculty to say she supports all Dr. King's initiatives and will be bringing them to completion when she arrives. This is another example of decisions being made without institutional knowledge.

In the trustee working session earlier this month, Trustee Dunham asked, "how do we make faculty feel secure?" To summarize, faculty do not feel secure. In addition to the reasons I have already stated, many faculty are potentially facing a significant cut to their paychecks next year. Our Interim Provost has challenged whether or not faculty should be allowed to teach overload courses. He believes it is more important to save a minimal amount of money over the course of one semester, than to have our best instructors in the classroom. The level of mentoring and training of adjunct faculty to cover these courses will detract attention from students. Further, many of our CTE faculty currently teach overload courses and are not compensated for them.

These issues affect faculty, but even more worrisome, they affect students. As I have previously mentioned, CWI has amazing faculty members. Students have astounding opportunities to learn from and work with them. However, if this culture of disregard for faculty continues, I fear we will not retain or attract the quality faculty our students deserve. Students and faculty are the best ambassadors for CWI to the community. If administration does not realize this, no amount of branding or marketing will help.

As faculty senate president, I was tasked with polling the full-time faculty (146) about their confidence in the president and provost. Faculty are concerned that the decisions being made are not in the best interest of the students, the faculty, the staff, the community, and the tax payers. The majority of full-time faculty at CWI no longer have confidence in President Bert Glandon, Interim Provost John King, and our administration.

Regards,

College of Western Idaho Faculty Senate  
April 16, 2019